DOCUMENT RESUME

ED 218 669 CS 207 114

TITLE	Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE	82
NOTE	14p.; Pages may be marginally legible.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Anxiety; *Doctoral Dissertations; Elementary Secondary Education; Error Patterns; Higher Education; Interdisciplinary Approach; Prewriting; Sentence Combining; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS	Writing Apprehension

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles provide information on a variety of topics, including the following: (1) voice and the fictional narrative; (2) the effects of oral response groups before and after rough drafts on writing achievement and apprehension; (3) an interdisciplinary approach to teaching freshman composition; (4) oral history in the college composition classroom; (5) learning centered writing as a teaching method; (6) the effect of sentence combining practice on the reduction of syntactic errors in basic writing; (7) the one-to-one student writing conference; (8) the influence of freshman English on college students' writing skills; (9) writers who teach; (10) the development of analytic discourse; (11) the development and instructional facilitation of whole-text planning in children's story writing; (12) the construction of an instrument to measure written content in personal journals; (13) composing process case studies, their implications for teaching, and their role in model building; and (14) textual linkages. (FL)

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Teaching of Writing:

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Abstracts of the following dissertations are included in this collection:

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Craig, Barbara Joy
ORAL RESPONSE GROUPS BEFORE AND AFTER ROUGH DRAFTS: EFFECTS ON WRITING ACHIEVEMENT AND APPREHENSION

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VOICE AND THE FICTIONAL NARRATIVE: THE PRE-WRITING STAGE IN TEACHING COMPOSITION

Order No. 8202411

CASELLA-KERN, DONNA ROSE, PH.D. *Michigan State University*, 1981. 252pp.

Over the past twenty years, critics and educators have been exploring the function of fictional narratives in teaching college composition. Though their theories and methodologies may differ, many agree that English departments have too long kept literature and composition apart. This study explores one method of using fictional narratives in beginning composition instruction; in the proposed course, the reading and interpreting of fictional narratives occur during the pre-writing stage of composing. The goal of the course is the stimulation and development of the student's voice through exposure to the voices of fictional narratives. The reading and interpretation of the narratives and accompanying oral and written in-class exercises stimulate and develop the student's voice in preparation for the actual composing process.

The first four chapters of this study present the theoretical basis for the proposed course. Chapter I reviews the theories and research on the relationship of reading and writing and on the use of fiction in composition instruction. Chapter II defines voice by identifying the elements of voice and the voice properties of discourse. One way to stimulate and develop the student's voice is by exposing the student to another's voice during the reading process. Chapter III studies what happens to the reader (and the reader's voice) during the communication process of reading. Interpretation, the reader's response to the fiction writer's voice, is the subject of Chapter IV.

Chapter V explores the main goals of the proposed course and the pre-writing activities that can help students achieve these goals: (1) to engage students in reading and interpreting fictional narratives in order to stimulate and develop their voice in preparation for the five major writing assignments: experience, place, person, philosophy of life issue, autobiography; (2) to focus student attention on the voice communicating through the fictional narrative and on their own developing voice. The fifth chapter analyzes the in-class exercises and presents sample student papers and student responses to the course. The appendix complements the last chapter by featuring the proposed syllabus, a list of suggested fictional narratives and samples of student papers.

The purpose of this study is to present the theory and methodology for introducing the fictional narrative into composition courses. The underlying assumption of the proposed course is that students can grow as writers if they can recognize voice in discourse and learn ways of developing voice; it is my belief that students can do this by reading and interpreting fictional narratives in the pre-writing stage of composition.

ORAL RESPONSE GROUPS BEFORE AND AFTER ROUGH DRAFTS: EFFECTS ON WRITING ACHIEVEMENT AND APPREHENSION

Order No. 8201445

CRAIG, BARBARA JOY PH.D. *Ohio University*, 1981. 158pp. Co-Directors of Dissertation: Dr. James E. Davis, Dr. Richard Whitman

Composition instructors are constantly searching for more effective ways of teaching writing and of generating writing improvement in their students. Oral response groups seem to be one promising new method. Oral discussion has long been thought to facilitate the writing process. Oral response groups use oral discussion in a small peer group format: students provide audience feedback on each other's writing.

This study investigates the effects of oral response groups on writing achievement and on writing apprehension. It sets up three treatment conditions (Method) that incorporate oral response at three different points in the writing process and examines at which point in the process oral response groups seem to have the most impact on student writing. In the Traditional Method, the entire class critiques finished student papers. The Talk-Write method asks students to talk over initial paper ideas in small groups, while in the Think-Write-Talk-Rewrite method small groups of students share rough drafts of their papers.

This study also investigates the differences between writing measures (Paper) taken at the third, sixth, and ninth weeks of the composition course. In addition, it looks at any changes in writing achievement at these three points that might be due to a particular instructional treatment condition (in other words, at the interaction of the variables Method and Paper).

Twelve freshman English classes at Ohio University were randomly assigned to one of the three experimental treatment conditions--Traditional, Talk-Write, or Think-Write-Talk-Rewrite. Eight students were randomly selected from each class to serve as the experimental subjects. Three papers (the class assignments for the third, sixth, and ninth weeks of the spring quarter--personal narrative, classification or process, and persuasion, respectively) were collected from each student. In addition, all classes were given the Daly and Miller Writing Apprehension Questionnaire during the first and last weeks of the course, and those scores were also collected for the eight selected students per class. All the data were scored by trained raters and examined in an analysis of covariance procedure using a BMDP2V design with Method and Class as between-group factors. Nelson-Denny reading scores were used as a covariate with writing achievement to adjust for initial differences between the intact class groups. The study shows a significant main effect for the Paper variable ($F = 3.98$; $P < .05$). Scores on the third, sixth, and ninth weeks' assigned papers differ significantly. However, the scores decline rather than increase as the course progresses, a result which the investigator concludes may be due in part to rater bias against certain rhetorical modes. No significant effects of oral response groups are found on writing apprehension. Similarly, no significant results appear for the interaction between papers and treatment methods.

Correlations between Nelson-Denny reading scores and paper scores turn out to be significant, although low: .2733 on the first paper, .3753 on the second, and .3890 on the third. The study is limited by an actual inter-rater reliability of .616 and by subjectively reported variations in teaching methods among the twelve instructors involved.

Oral response groups seem to have no effect on writing achievement in this study, but further research is needed which protects more carefully against sources of invalidity.

INTERDISCIPLINARY APPROACH TO TEACHING FRESHMAN COMPOSITION

Order No. DA8209015

DAVIS, RUTH MARGARET, D.A. *Drake University*, 1981. 179pp. Adviser: David E. Foster

Believing that freshman composition students could benefit from learning to adjust their writing to varied contexts and that they could see the usefulness of writing better if examples and writing practice came from genres familiar to them, the instructor created and used an interdisciplinary approach for teaching freshman composition at Marshalltown Community College.

The main point of the course was that appropriateness to context is the key to all good writing. The course centered on four general purposes for writing (to share thoughts and feelings, to inform, to persuade, and to entertain) and five elements of writing (characterization, organization, language, mechanics and form, and research). Students repeatedly related internal context--the elements--to external context, which includes purpose, voice, audience, subject, genre, stimulus, medium, and occasion.

The course was interdisciplinary in that consultants, examples, and writing practice came from three important writing fields: business writing, creative writing, and journalism.

A COMPARISON BETWEEN TEACHER-CENTERED AND PEER-CENTERED METHODS FOR CREATING VOICE IN WRITING

Order No. 8201923

ELIAS, KRISTINA MARIA, PH.D. *The University of Connecticut*, 1981. 185pp.

The use of voice in student writing coupled with peer interaction instruction methods in the classroom are explored in this study. How these affect the quality of writing represent the crux of the findings.

To explore voice and peer interaction, peer interaction and teacher-centered classroom methods were used to teach eleventh grade students how to implement voice in writing. Two groups taught exclusively by teacher-centered and peer interaction methods participated in six class sessions. The teacher-centered lessons included discussion of models and teacher lectures. The peer interaction teaching involved taping student conversations and untaped small group discussions. Both groups were assigned an essay entitled "A Moment That Changed or Affected My Life." After many revisions, final papers for both groups were evaluated six ways. They were holistically graded for quality and voice respectively and parsed by t-unit and rated by t-unit for voice. They were also evaluated for numbers of spelling errors, writing convention errors and penmanship.

In addition to the quantitative analysis of the written work, the six classes were observed by non-participant observers who wrote detailed assessments of student attitude through observation of behavior during class periods. In addition, the peer interaction group provided transcriptions and the teacher centered group wrote evaluations to be used as qualitative data. This additional information is used to augment the experimental results of methodologies implemented by the investigator.

The research examined the interrelationships among writing quality, the use of voice in writing and the extent to which teacher centered and peer interaction methodology affected these. The results indicated that there is a significant relationship among voice, quality and peer interaction at the $p < .05$ level.

The research also compared the means of papers rated holistically for voice and quality produced by the teacher centered and peer interaction groups. The difference was not significant at $p < .05$. However, differences did exist.

Within the limits of the study, it appears that peer interaction methodology produces: (1) fewer spelling and writing convention errors and better penmanship than teacher centered methods; (2) encourages students to revise writing repeatedly; and (3) may be used as a method to help students produce quality writing. The study also indicates that regardless of teaching method employed, teaching voice is essential to writing instruction.

DETERMINING THE SIGNIFICANT ERRORS IN FOREIGN STUDENT COMPOSITIONS BY MEANS OF A COMPOSITION CHECKLIST

Order No. DA8210482

FORD, CAROL KASSER, ED.D. *Temple University*, 1982. 105pp. Adviser: Dr. Donald Knapp

Statement of the Problem. In the past, the faculty at Temple University used a holistic evaluation of placement examinations. This study addressed itself to the problem of developing an objective instrument that could be used to evaluate Freshman placement examinations written by foreign students.

Method of Research. Essays were written by incoming students and evaluated holistically by teaching assistants. Based on the evaluations, the essays were placed into one of three levels.

Then twenty essays were drawn at random from each of the three levels. These essays were analyzed using an Error Checklist consisting of grammatical categories and a calculation category. The calculation category dealt with t-unit analysis and words-errors ratios. The grammatical errors were studied in terms of absolute frequency of occurrence and frequency of occurrence of errors as a function of composition length.

A one way analysis of variance followed by a Newman-Keuls test and a multiple discriminant analysis were used to determine which variables correlated well with placement.

A list of stigmatizing errors was developed based on the errors that occurred with great frequency in the lower level essays.

Findings. The one way analysis of variance showed that none of the error categories differentiated among all three levels. However, when the errors were analyzed relative to composition length both noun errors and sentence structure errors were statistically different across levels.

From the calculation category, percentage of error-free t-units, average length of error-free t-units and words-errors ratio were statistically significant in differentiating among the three levels.

The multiple discriminant analysis resulted in a discriminant formula using only four variables that correctly placed eighty-five percent of the essays. The four variables used in the discriminant formula were percentage of error-free t-units, noun ratio, preposition ratio, and sentence structure ratio.

The list of stigmatizing errors included errors in tense formation, wrong form of the verb, lack of subject-verb agreement, omission of plural morpheme or incorrect plural formation, omission of articles, wrong preposition choice, misspelling, comma-splice sentences and incorrect word order. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school) UMI

ORAL HISTORY IN THE COLLEGE COMPOSITION CLASSROOM

Order No. DA8204579

FRIED, ARTHUR MICHAEL, A.D. *The University of Michigan*, 1981. 183pp. Co-Chairmen: William R. Alexander, Richard D. Mann

My intention for this project has been to create a writing course using oral history materials, many of them selected from the works of Studs Terkel. A secondary focus has been the use of these oral history materials to help students learn the application of critical thinking to social and political issues. The project itself follows the form of a narrative describing a freshman composition course, "Studs Terkel and Oral History," which I taught at the University of Michigan in winter, 1981.

A successful teaching methodology must combine appropriate instructional techniques with the personality, philosophy, and classroom circumstances of the teacher. Effective curricula are those which afford the teacher the maximum opportunity to be empathetic, self-congruent, and unconditional in his or her regard for students. Analysis and evaluation cannot re-create the act of writing; they are less useful in teaching than the provision of numerous opportunities to practice using language in a variety of situations.

Oral history assignments give students an opportunity to explore the differences between various modes of spoken and written language. Editing skills are developed as students learn to translate narrators' everyday speech into fluid, coherent written texts. Through this process, students learn to recognize voice as a distinctive personal attribute of any user of language, whether spoken or written.

In the process of discovering their own voices, students learn to use their own insights and experiences as a dialectical starting point for thinking critically about the world around themselves. The practice of oral history affords students a chance to learn from each other, and from the people they interview. As students share interviews and the information and attitudes they contain, the classroom becomes a setting for what Paulo Freire, the Brazilian educator, has called "dialogic" education.

TWO INSTRUCTIONAL METHODS FOR TEACHING COMPOSITION: PRODUCT-ORIENTED AND PROCESS-ORIENTED

Order No. DA8205446

GOTTSCHALK, JEWELL-ANN PARTON, ED.D. *University of Virginia*, 1981. 178pp.

The research in composition indicates that there is disagreement about what is the best composition instruction. The literature however, suggests that many teachers of composition use one of two methods of instruction for teaching writing. In this study these two methods of instruction were investigated. The first method of instruction, designated *product-oriented* instruction, was formulated from the implications made by the treatment composition is given by selected but representative rhetoric textbooks. The second method of instruction, designated *process-oriented* instruction, was formulated primarily from the recommendations of a recent theorist, Roger Garrison, whose assumptions about writing are supported by many other recent theorists. Specifically, the difference in the two methods of instruction was this. *Product-oriented* instruction described the process of writing to students and expected them afterwards to go through that process by themselves. *Process-oriented* instruction engaged students in the act of composing in a series of successive, prioritized steps or skills while receiving instructor criticism and guidance. It was the purpose of this study to determine the differences in the effect of these two methods of instruction on the improvement of writing ability of community college students in the first quarter of a three-quarter freshman composition course.

For the purposes of this study the group given *product-oriented* instruction was designated the control group and the group given *process-oriented* instruction was designated the experimental group. Because the students in these two groups were self-selected, the investigator controlled for each student's academic ability and each student's writing ability when he or she entered the course. Students' academic ability was determined by the verbal section of the School and College Ability Tests (SCAT). Initial writing ability was determined by the Sequential Test of Educational Progress, Level 1, Form A (STEP) and a composition of either descriptive or narrative writing evaluated with the Buxton scale. In order to determine the difference in the effect of the two methods of instruction on the improvement of writing ability of students, it was necessary to examine the relationship between the method of instruction and performance change. This was done through the Analysis of covariance. Using this procedure the investigator tested two null hypotheses: (1) There are no significant differences at $p \leq .05$ in post-test scores on the STEP test for students in the experimental and in the control groups when academic ability and pre-performance are controlled. (2) There are no significant differences at $p \leq .05$ between scores on the post-test compositions evaluated with the Buxton scale for students in the experimental and in the control groups when academic ability and pre-performance on compositions are controlled.

The Analysis of Covariance testing Null Hypothesis 1 made possible a comparison of the means of the two treatment groups on the post-STEP adjusted for differences in the means of the covariates (pre-SCAT, pre-STEP). The significance of F yielded by the Analysis indicated that Null Hypothesis 1 should not be rejected. The Analysis of Covariance testing Null Hypothesis 2 made possible a comparison of the means of the two treatment groups on the post-composition adjusted for differences in the means of the covariates (pre-SCAT, pre-composition). The significance of F yielded by the Analysis indicated that Null Hypothesis 2 should not be rejected. The investigator concluded that when academic ability and pre-performance were controlled, there was no difference in the effect of the two methods of instruction on the improvement of writing ability of students.

LEARNING-CENTERED WRITING AS A TEACHING METHOD

Order No. DA8210497

HASSELQUIST, JOAN, ED.D. *Temple University*, 1982. 115pp. Major Adviser: Dr. Thomas Hawkes

An important aspect of programs for training student teachers is improving the communication skills of the student teachers. Most, if not all, of the research and theory in this area has been directed toward the analyses of communication via classroom verbal behavior (Flanders, 1965, Amidon, 1967, Furst, 1967) and/or non-verbal behaviors (Galloway, 1976). The purpose of this study was to explore the effects of a teaching method--learning-centered writing--on increases in learning of curricular content (in this specific instance concepts and techniques of teaching), writing skill, and a decrease in apprehension concerning writing. This particular student writing approach shifts classroom teacher-student interaction from a high degree of oral communication to an increase in written communication.

Sixty elementary student teachers enrolled during the Fall 1980 semester at West Chester State College were the subjects in this study. Seventeen student teachers supervised by one supervisor were subjects in the experimental group; forty-three student teachers supervised by three other supervisors were included in the control group.

Pre and post-test scores were obtained by holistically scoring writing samples of all student teachers at the beginning and end of the semester. Pre and post-test scores were obtained for all student teachers at the beginning and end of the semester on the Daly-Miller Writing Apprehension Survey. Pre and post-test scores were obtained for all student teachers at the beginning and end of the semester on a teacher-made test of subject matter covered in the Practicum course. Clarity statements identifying concepts perceived by learners to be most clear or least clear were obtained at the end of each Practicum session from the student teachers in the experimental group only.

The treatment in the experimental group consisted of learning-centered writing tasks during each Practicum session and daily journal entries made by each of the seventeen student teachers. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here by permission of school) UMI

THE EFFECT OF SENTENCE COMBINING PRACTICE ON THE REDUCTION OF SYNTACTIC ERRORS IN BASIC WRITING

Order No. DA8212673

JACKSON, KATHY DIANE DUNN, ED.D. *Auburn University*, 1982. 107pp. Director: Richard L. Graves

The purpose of this study was to evaluate the effect of sentence combining practice on the reduction of syntactic errors in the writing of a group of freshman college basic writers. The study also proposed to determine whether syntactic errors other than the types described by Mina Shaughnessy in *Errors and Expectations* appeared in the essays written by the students.

The ten week study involved sixty-six students and three teachers. Each of the teachers taught one control class and one experimental class. The experimental classes engaged in sentence combining practice one day per week during a fifty minute class period. On the other four days, the experimental classes studied material in the regular English 131 curriculum. Pre-and post-treatment writing samples were used to draw measures to determine the types of syntactic errors made by the students and to evaluate the effects of the sentence combining practice.

Error analysis--a process of identifying idiosyncratic constructions, of rewriting those constructions based upon the most reasonable interpretation of the intention of the original, and of classifying the errors according to their causes--was used to identify and describe the syntactic errors in the writing samples. Nonparametric statistics were employed to evaluate the effects of the sentence combining practice.

The results of the error analysis suggested that in addition to the syntactic errors described by Shaughnessy, basic writers tend to use fillers or covers to emphasize and protect their personal opinions, and that some syntactic errors made by basic writers are influenced by the dialects of the writers. As a result of the statistical analysis of data obtained in the study, it was concluded that sentence combining practice does not reduce the syntactic errors basic writers make.

TEXTUAL LINKAGES: AN INVESTIGATION INTO THE SOURCES OF QUALITATIVE ESSAY RATINGS

Order No. DA8209316

KAR, RONALD NICHOLAS, PH.D. *Wayne State University*, 1981. 468pp.

Purpose. The purpose of this data-analytic study was to investigate the criteria essay raters used in making qualitative judgments when they were trained and directed to use specific evaluative criteria. The specific criteria and other common enumerable criteria were analyzed and compared.

This study was conducted in the theoretical framework that direct measures of writing must have curricular, instructional, and descriptive validity and that reliability coefficients of direct and indirect measures of writing are not comparable.

Procedures. A stratified, random sample of argumentative-mode essays gathered in a large-scale, minimal-competency testing program were scored with an enumerative rating scale which quantified the relative presence of the specific criteria in five rating categories.

A substudy of inter-rater reliability produced an estimated intraclass correlation coefficient of .946. Average agreement with a pass or fail rating was 90 percent. Intra-rater reliability, calculated with a deviation from majority-rating procedure in which shifts to majority rating were not counted, yielded a consistency factor of 94 percent.

Findings. Statistically significant F-ratios ($p < .001$) for the evaluative criteria were investigated with *a posteriori* contrast tests. Statistically significant differences were found for 62 pairs of criteria means. The means of the summed criteria scores (which approximated the rating categories of the impressionistic rubric) were statistically different ($p < .01$) between four of the five rating categories.

Coherence (.673) and complete sentence (.567) had the highest Kendall's Tau C correlations with rating categories. An R Square coefficient of .715 was calculated for the eleven criteria by rating categories. The criterion *coherence* accounted for 53 percent of the variance. *Usage, number of thought-units*, and *complete sentences* accounted for 6.9, 5.2 and 2.9 percent.

Only total errors in punctuation distinguished passing and failing papers. The position argued had no effect. The R square for the combined evaluative and enumerable criteria was .792.

The evaluative criteria were also found superior in a classification analysis.

Conclusions. For the specific essays, criteria and training procedures used in this study, the findings support the conclusions that (1) the raters used the criteria they were trained to use and (2) the reliable rating of these essays resulted from the accurate and consistent use of pre-determined criteria.

PEER AND TEACHER EVALUATION: A COMPARISON OF EVALUATION METHODS FOR WRITTEN COMPOSITION OF ELEVENTH-GRADE STUDENTS

Order No. 8128745

KING, BONNIE JEAN MCKENZIE, ED.D. *University of Kansas*, 1981. 102pp.

The study compared effects of the traditional method of teaching composition whereby teachers evaluate written papers with effects of evaluation by small peer groups. The hypothesis tested was that, after experimental curriculum treatment, there would be a statistically significant different mean score in favor of the small peer group. Concerns about the decline in national writing skills, about the demand upon teachers' time to evaluate papers, and about an alternative method of evaluating written papers lent urgency to the importance of the study.

A search of related studies showed that teacher evaluation was the most used and the most authoritative method of evaluating compositions. The student-teacher conference method was considered the most ideal method by both teacher and students. The traditional method of teacher evaluation was found to take a burdensome amount of teacher time; however, this method did not necessarily result in improved writing performances of students.

Studies of peer evaluation and teacher evaluation indicated that peer-group evaluation was considered successful. A growing number of studies showed gains in writing performances by subjects using the peer-group-evaluation techniques. Several studies showed that the peer-group method gave the teacher release time from reading every paper handed in by the students.

In the project 80 eleventh-grade public high school English students were taught writing in one experimental group and one control group. Subjects in the experimental group evaluated their peers' written compositions using prepared check sheets for oral and written criticisms in small peer groups of four to five students. The control-group compositions were evaluated by their teacher. Two pretests and two posttests were the data used to determine the effects of the treatment curriculum. Pretests 1 and 2 were the first two writing assignments, and posttests 6 and 7 were the last two assignments in the course. The syllabus of writing assignments was increasingly more complex, and the expectations of the teacher were higher as the course of study developed. The Diederich Analytic Scale was the instrument used to evaluate the data. Three experienced English teachers who had achieved a rater reliability of .83 evaluated the 230 items in the study. Prior to the treatment instruction, the students wrote pretest I paragraph, which was evaluated by the raters to determine whether the students' writing abilities were equivalent at the beginning of the study. The results of a *t*-test showed that both groups of students were essentially similar in writing abilities.

Both groups showed a loss in mean scores from pretest 2 with treatment to posttest 7 with treatment. The experimental group showed a significant decrease in mean scores at the .01 level. A gain was shown by the control on posttest 6 at the .01 level of significance as a result of analysis of covariance which covaried out the raw effects of pretest 2. This internal gain did not alter the overall loss shown by the group. A two-way analysis of variance showed there was a significant difference between the experimental and the control groups at the .05 level of significance when testing treatment effects on males and females. It was concluded that the females in the group received the increased mean scores from pretest 2 to posttests 6 and 7. These internal gains did not affect the conclusion that neither method of evaluation showed overall gains in this study.

The investigator suggested that further studies be made using peer-group evaluation in which attempts are made to test for seasonal and/or motivation effects upon students and to test for learning versus performance of related concepts, i.e., thesis statement, topic statement, development of the controlling idea, transitional devices, and closing statement. The investigator also suggested that it would be useful to have a statistical tool that would adjust to the difficulty level of writing assignments.

TOWARD AN ANDROGYNOUS STYLE IN FRESHMAN WRITING

Order No. DA8205594

KUETT, PATRICIA COLLIER, PH.D. *The Florida State University*, 1981. 159pp. Major Professor: John Joseph Fenstermaker

A substantial body of evidence suggests that sexual bias in the college composition classroom compounds the confusion about what constitutes good writing. Here little is understood or acknowledged concerning the sometimes marked differences in abilities and interests of the two sexes. The effects of such ignorance are particularly devastating to female freshmen because society has not prepared or supported them for the college experience as it has for males. The result seems to be that females in subtle ways continue, at the college level, to feel less interesting, intelligent, and qualified than males. Masculine prose style continues to be held up as the ideal, and syllabi often demand writing assignments that are difficult for females--for example, the argumentative paper. Most shocking is the fact that widely adopted freshman composition texts still stereotype females or ignore them altogether. There appears to be a real need for instructors, and students as well, to understand both the genetic and culturally shaped sexual differences that produce different writing styles, together with a need to teach androgynous, rather than masculine, style as the ideal.

THE DEVELOPMENT OF A PROGRAM IMPROVEMENT MODEL FOR TEACHING COMPOSITION AT THE EIGHTH-GRADE INTERVENTION LEVEL Order No. 8201351

LEWIS, MARILYN HUNT, ED.D. *University of Massachusetts*, 1981. 166pp. Director: Ernest D. Washington

National Assessment of Educational Progress Studies conducted between 1969 and 1974 reported a decline in writing skills among American students. Researchers agree that the decline reflects "the state of the art" of teaching writing and the limited knowledge available on the nature of the composing process.

The public's demand for accountability in teaching basic skills has created a need for curriculum development in the area of writing instruction which reflects current theoretical perspectives and offers alternatives to traditional approaches for which effectiveness has not been proven. New theories on the composing process and the effectiveness of instructional strategies are beginning to impact schools primarily through the efforts of college sponsored writing institutes for teachers. Many school districts do not have access to such institutes and therefore need alternative resources for upgrading teacher competencies and improving instructional programs.

This research field tested a model for program improvement in composition in a local school district. The model includes staff development, observation and technical assistance and assessment of program impact on student performance. Program impact on teachers was analyzed from survey and observational data. A pretest posttest control group design was used to test program impact on students. Writing samples, holistically scored, and a standardized test of writing were the instruments used.

The study showed that experimental teachers were able to incorporate strategies which in turn correlated to significant student gains on the Writer's Skills subtest of the Basic Skills Assessment.

A COMPARISON OF THE VOCABULARY ACHIEVEMENT OF COLLEGE FRESHMEN USING THE MASTERY LEARNING INSTRUCTIONAL MODEL AND A NONMASTERY MODEL OF INSTRUCTION Order No. 8129465

MCLEMORE, WILLIE SCOTT, ED.D. *University of South Carolina*, 1981. 107pp.

The purpose of the study was to investigate the effects of mastery instructional methods on the vocabulary skills of college freshmen.

The subjects of the investigation were 44 students in three mastery learning classes and 44 students in three nonmastery classes. These students had been assigned to remedial reading classes in their college in a southeastern state.

The pretest measure for the study was the students' scores on the Nelson Denny Reading Test vocabulary subtest (Form A). Posttest measures were students' scores on the Nelson Denny Reading Test vocabulary subtest (Form B) and the Field Educational Enterprises Developmental Reading Vocabulary Test (criterion-referenced).

Analysis of covariance showed that students in the group exposed to mastery instructional methods scored significantly higher than students not exposed to mastery learning instructional method on (1) the Nelson Denny Vocabulary subtest ($F = 8.85$. $p < .01$), and (2) the Field Enterprises Final Vocabulary Test ($F = 26.16$, $p < .001$). These results were obtained after initial differences in students' pretest socres on the Nelson Denny pretest were controlled through the covariance procedure.

It was concluded that, among the subjects of the study, mastery learning instructional methods resulted in significantly higher achievement than nonmastery instructional methods on a standardized test of vocabulary skills and on a criterion-referenced final test of vocabulary skills.

THE ONE-TO-ONE STUDENT WRITING CONFERENCE: AN EVALUATION STUDY OF ITS EFFECTIVENESS IN IMPROVING WRITING SKILLS Order No. 8126321

MADDOX, RUTH MARIE, ED.D. *Brigham Young University*, 1981. 132pp. Chairman: J. Hugh Baird

This study used a formative evaluation design to determine whether the one-to-one conferencing technique produced improved student writing and reduced student writing anxiety. It was conducted in a remedial writing course at Cerro Coso Community College, Ridgecrest, California. Various data collecting strategies were employed: a writing anxiety measure, an objective writing test, analytically graded paragraphs and essays, a questionnaire, and tape recordings of the conferences. Results indicated that students made significant gains on the objective test and on their actual writing samples, but no change was apparent in their feelings about their writing. It was also noted that the time instructors devote to providing such tutorial assistance in addition to traditional classroom instruction may prove to be prohibitive.

A CRITICAL ANALYSIS OF COMPOSING PROCESS CASE STUDIES, SOME IMPLICATIONS FOR TEACHING, AND AN ATTEMPT AT MODEL BUILDING Order No. DA8210013

MADIGAN, CHRISTOPHER JAMES, PH.D. *The University of Iowa*, 1981. 275pp. Supervisors: Professor William M. Murray, Associate Professor Richard S. Hootman

What writing behaviors do case studies of composing processes report? What are the relationships among these behaviors? Do different studies report similar relationships? What are the implications for teaching? What are the strengths and weaknesses of the case study method? This study analyzes 29 reports published between 1971 and 1979, representing 19 case studies by Emig, Fowler, Graves, Perl, Schwartz, Sommers and others, in order to identify similar and noteworthy findings and shape a theory of composing processes from them.

The category system employs functional descriptions emphasizing the recursiveness and interpenetration of composing behaviors. "Settling on a topic" consists of accepting, defining, or discovering the subject, discourse type, and general organization. "Settling on other limits" involves accepting, defining, or discovering more specific constraints, global to sentence-level and sometimes temporal. "Writing" requires connecting intention with idea or experience through symbols, approximating plans developed concurrently or in advance, and accomodating habitual writing concerns and strategies. "Rewriting " involves approximating the writer's or another's expectations by altering text still in the writer's head or on paper.

Fifty five hypothesized relationships appear in a summary model. For example, time spent settling on a topic varies directly with developmental level. Planning effort varies inversely with perceived ability to reformulate. Number of words written varies inversely with degree of dialect interference.

The case study method has been criticized for involving too many, inadequately controlled variables, precluding statistical inference, yielding incomprehensible interactions, and lacking reliability, validity, and replicability. However, these criticisms are neither absolute nor uncorrectible, and some apply equally to large-group statistical studies. In fact, case study has proven necessary, versatile, and successful in such disciplines as physiology, psychology, sociology, medicine, psychotherapy, and--most recently--composition.

AN EXPERIMENTAL STUDY OF THE INFLUENCE OF FRESHMAN ENGLISH ON STUDENTS' WRITING SKILLS AT WESTERN STATE COLLEGE

Order No. 8200804

MARKWOOD, RICHARD ALLEN, PH.D. *University of Colorado at Boulder*, 1981. 164pp. Director: Associate Professor Ruth K. Cline

This study compared the pre and post fall semester writing of 59 freshmen (control, $N = 16$; experimental, $N = 43$) as demonstrated by 2 45-minute, assigned topic essays at the beginning and at the ending of the semester. Preexperiment attrition from the original sample of 108 students forced a revision of the intended multifactorial design. However, posttest scores were compared on 6 variables after the essays were graded blind in 4 separate processes: the Diederich evaluation of general merit (interrater reliabilities, pretest, .799; posttest, .741), the Moslemi evaluation of creativity (.649, .726); total words (grade and regrade reliabilities, pretest, 1.00, posttest, 1.00); words per T-unit (.985, .990), clauses per T-unit (.980, .950), and errors per 100 words (.955, .950). The reliabilities of the scores were estimated as follows: Diederich (pretest, .525, posttest, .660), Moslemi (.215, .460), words (.748, .800), words per T-unit (.565, .610), clauses per T-unit (.528, .229), and errors per 100 words (.721, .744).

Gain scores for control and experimental groups were tested by means of the t test for correlated samples. Two were significant, both in the experimental group: Diederich, $t(42) = 2.80$, $p < .001$, and errors per 100 words, $t(42) = 3.64$, $p < .001$. The t test for differential gains indicated that the experimental group's gains were statistically significantly larger than those of the control group on two variables: Diederich, $t(57) = 2.79$, $p < .05$, and errors per 100 words, $t(57) = 2.21$, $p < .01$.

Analysis of covariance was run on the 14 instructor groups (Ns of from 2 to 7) for each of the 6 outcome variables. The posttest means were adjusted by two covariates: a discriminant score and the related pretest score. Differences between instructor groups were found in three scores: Diederich, $F(13, 27) = 3.48$, $p < .003$; Moslemi, $F(13, 27) = 2.13$, $p < .047$; and errors per 100 words, $F(13, 27) = 1.93$, $p < .073$.

The study found some evidence that the experimental group's writing improved over that of the control group and that the improvement varied between instructor groups. The study is weak because the original multifactorial design was lost to severe attrition before the experiment began and because the instructor groups had extremely small Ns.

WRITERS WHO TEACH: A NATURALISTIC INVESTIGATION

Order No. 8201569

NELSON, MARIE WILSON, ED.D. *University of Georgia*, 1981. 448pp. Director: Ramon Veal

Unlike instructors of other arts, writing teachers in middle and secondary schools have seldom been writers themselves; most have training in the appreciation, not the production, of literature. Writers have long deplored the negative relationship between writing instruction and how writers actually write, and recent case studies of student writing processes confirm the detrimental influence of traditional teaching approaches. Analyses of contemporary publications also indicate that textbook pronouncements bear little relation to the writing contemporary writers produce. Using a holistic methodology appropriate to the arts and to complex educational contexts, this study examines the practices of writers who teach in middle and secondary schools to discover if and how their teaching reflects their writing habits with the hope of informing the teaching of writing in the schools.

After interviewing 23 writers about their teaching and writing, the researcher selected for limited observation the eight whose experience with writing seemed to have most strongly influenced their teaching and chose three for in-depth study. She then spent approximately three days a week for five months as a participant observer in their classrooms and found that her verbatim transcriptions of taped interviews and classroom interactions made a fine-grained analysis very productive. Document analysis of teacher journals, teacher and student writing, and articles published about the classrooms observed as well as transcriptions of systematic taping done when the researcher was not present, supplement and lend perspective to the interview and observational data.

Analysis of the initial interview and limited-observation phases indicates that the major factor affecting the success of writers who teach is the instructional role model they adopt. Those adopting one of three English instructional models--"the Little Professor," the traditional English teacher, and the innovative English teacher--are afflicted with what may be called a professional split personality resulting from their simultaneous acceptance of two logically inconsistent frameworks--the Composition Paradigm (largely preventive/corrective in approach), from which they teach, and the Writing Paradigm, from which they write. Those adopting an Expert-Practitioner Model ("writer-teachers" as opposed to "teacher-writers") avoid the failure, frustration, and elitism characterizing many others because they experience no conflict between writing and the teaching of writing, their approaches being process generated, rather than product oriented. From transcription and analysis of the in-depth study data, the researcher also describes both the teaching practices of these successful writing teachers (the "expert-practitioner stance"), the theory which forms their rationale, and the social and psychological environments they consciously structure for their students.

This study demonstrates the effectiveness of a pyramid design, in exploratory comparative studies, for maximizing the likelihood that an analytic framework will emerge from a naturalistic investigation. It also proposes mundane categories to account for the acquisition and evolution of a teaching style. The narrative presentation also specifies factors influencing the decision-making process by which the research evolved.

As the findings underscore the importance of effective role models in the teaching of writing--teachers being more successful when they adopt writers as role models, students writing better when teachers model the process for them--they help explain the success of one highly successful model for in-service education (the Bay Area Writing Project model) and suggest needed changes in the initial selection and training of writing teachers. They also demonstrate the productivity of naturalistic approaches to the study of language learning in classrooms and of teacher effectiveness as well.

AN EXPERIMENT COMPARING TRADITIONAL INSTRUCTION IN COLLEGE FRESHMAN COMPOSITION WITH INSTRUCTION EMPLOYING LEARNING CYCLES BASED ON PIAGETIAN THEORIES

Order No. 8129419

PHELPS, TERRY COLIN, PH.D. *The University of Oklahoma*, 1981. 87pp. Major Professor: John W. Renner

Contending that traditional instruction in college freshman composition is ineffectual because it does not combine accurate theories of learning with appropriate theories of composition, this study attempts to accomplish such a combination, beginning with the developmental theories of John Piaget and meshing them with composing processes. The resultant curriculum was compared with traditional instruction in a one-semester experiment with college freshmen at the University of Oklahoma.

The experimental group wrote only three or four papers during the semester, spending a great deal of time revising each paper in small peer groups as well as in entire-class discussions, the students' own writing experiences serving as sources for Piagetian learning cycles. Each learning cycle began with concrete explorations which were designed to lead students to invent and expand upon various concepts--such as audience, specificity, thesis, structure--for themselves, with instructors serving as guides instead of lecturers. The experimental group used no textbooks and had no explicit instruction in traditional modes of writing such as narration, description, exposition, or argumentation.

The control group was taught the modes primarily by lecture with textbooks, and the students wrote nine or ten papers. Both experimental and control groups wrote pre- and posttest essays which were graded holistically. The experimental group had a higher mean gain than the control group. In addition, attitude surveys given both groups demonstrated better attitude by the experimental group than the control group toward content, instructor, and methods, as well as greater confidence in their writing and improvement of their attitude toward writing.

THE DEVELOPMENT OF ANALYTIC DISCOURSE

Order No. DA8203900

REDFORD, CHRISTINE BANKS, ED.D. *Boston University School of Education*, 1981. 87pp. Major Professor: Dr. Thomas J. Johnson

The purpose of the analytic discourse study was to examine the extent to which an instructional program directly tied to the scoring criteria for quality writing could teach students to produce analytic discourse which satisfied the criteria. More specifically, we sought to determine if students could be taught (a) to analyze an assertion, (b) generate observational evidence to substantiate that assertion, (c) cite appropriate examples and/or illustrations, and (d) conclude the text of the analytic discourse with a sentence which repeats or restates the original assertion. For the purpose of the study, analytic discourse is considered a type of text (written or oral) in which a relation is constructed between certain sentences which contain or are assertions, and other sentences which contain or are the evidence which purport to support the assertion.

The analytic discourse instruction was taught to a hetereogeneous group of sixth graders (*6 Regular*), a high ability group of seventh graders (*7 High*), and a low ability group of seventh graders (*7 Low*) across seven 45 minute time periods. The comparison group (*6 Comparison*) was a heterogeneous group of sixth graders. In order to examine the effects of the program we employed a simple procedure based upon content event frequencies and their transitions from pre-treatment to post-treatment conditions. 94% of *7 Low*, 83% of *6 Regular*, and 52% of *7 High* improved their usage of observational evidence and/or examples whereas, only 27% of *6 Comparison* improved their usage of observational evidence and/or examples. 100% of *7 Low*, 91% of *7 High* and 88% of *6 Regular* achieved mastery learning, wherein an introductory and concluding assertion were stated. On the contrary, 9% of *6 Comparison* achieved mastery learning. Post-treatment compositions contained greater volume and greater use of sequence, transition, unity and clarity; as well as having a greater amount of observational evidence, appropriate examples and introductory and concluding assertions. This study demonstrates that analytic discourse can be improved through intervention with an instructional program tied to the scoring criteria for quality writing.

VALIDATION OF AN INVENTORY OF PRACTICES AND POINTS OF VIEW IN WRITING INSTRUCTION

Order No. DA8207898

SHAEFFER, ANN MARILYN RUFER, PH.D. *The University of Arizona*, 1981. 147pp. Director: R. Van Allen

This study was designed to develop and validate an assessment instrument which would yield valid information on teachers' theoretical learning philosophy orientation and instructional behaviors in the teaching of writing. Data are analyzed to determine whether there is a relationship between stated learning theories and responses to statements of elements of a writing program.

The subjects who participated in the study were graduate students at Oakland University, Rochester, Michigan, and The University of Arizona, Tucson, Arizona, and experts in the field of writing or language arts who were certified according to stated criteria. Respondents completed the View Toward Learning sheet and the Shaeffer Inventory of Approaches to the Teaching of Writing. The information from each completed Inventory and Learning View sheet was recorded for analysis data to accept or reject ten hypotheses.

The inventory achieved content validity through individual item documentation in literature sources. The instructional approaches were interpreted according to three common learning theories: Behavioristic, Nativistic and Cognitive Field. The data analysis, which included t tests, Cronback Alphas, and item correlations and classification, established the instrument as valid in distinguishing a teacher's approach as Behavioristic or Nativistic and reliably aligned learning theory with classroom practices. It was not valid in differentiating the Nativist from the Cognivist.

Recommendations include a revision of selected Nativistic and Cognitive Field items to achieve a clearer distinction between the two approaches, and the use of the instrument and cover sheet in a large scale study to further document validity and reliability. The inventory may be utilized for teacher self-appraisal individually, in staff development projects, or in combination with classroom observation. Teacher education programs concerned with writing instruction could assess beliefs about the way children learn and related classroom practices.

THE DEVELOPMENT AND INSTRUCTIONAL FACILITATION OF WHOLE-TEXT PLANNING IN CHILDREN'S STORY WRITING

Order No. DA8212144

WEBER, PAMELA SUSAN, PH.D. *University of California, Berkeley*, 1981. 134pp.

The purpose of the present study was to investigate the development and instructional facilitation of cognitive processes associated with the writing process. The author investigated the process of whole-text planning which is crucial in producing well-written prose and absent in the writing of many children. The following four areas associated with whole-text planning were examined: the relationship between development and whole-text planning in story writing; the effects of an instructional task on the use of whole-text planning; the transfer of increased skills in whole-text planning from an instructional task to a new task; and the relationship between children's use of whole-text planning and their evaluation of the logical coherence of whole texts.

One major result indicates that there are developmental differences in the use of whole-text planning. Fifth graders were more likely to use such planning than were third graders. One factor related to these developmental differences appears to be the specific content of the writing task. Secondly, the effectiveness of the instructional task was inconsistent; significant age-related differences were found. The instructional task facilitated the use of whole-text planning for third but not fifth graders. There was no significant transfer of whole-text planning from the instructional task to a new task. Issues related to possible transfer effects are discussed. Further, there was no relationship between children's use of whole-text planning and their evaluation of the logical coherence of whole texts.

This study demonstrates that there are developmental differences in the cognitive processes associated with whole-text planning in writing. Instructional tasks can be devised which promote the use of these processes. However, there are age-related differences in the effectiveness of these instructional tasks. The usefulness of these tasks in transferring the increased skills to a new task is in question. There are differences in the cognitive processes associated with constructing coherent texts and evaluating such texts. This study underlines the need to consider the possible interaction of task content, instructional facilitation, and age in future research of whole-text planning.

THE CONSTRUCTION OF AN INSTRUMENT TO MEASURE WRITTEN CONTENT IN PERSONAL JOURNALS

Order No. DA8206237

WHITE, DEBRA JOAN, PH.D. *University of California, Santa Barbara*, 1981. 167pp.

The purpose of this study was the initial development of the Content Analysis of Personal Documents Instrument (CAPDI). The CAPDI was proposed as an unobtrusive and objective method for categorizing the manifest content of personal writing completed by individuals in diaries or journals.

Previous content analysis studies of verbal psychotherapy were examined, and 69 scoring categories from these studies were selected to serve as an initial category pool. Twenty persons who had completed workshops in journal-keeping each submitted ten entries from their personal diaries. Out of these 200 entries, 542 sentences were systematically selected as representative of sentences individuals write in their journals. Four raters independently scored each of the 542 sentences in terms of the presence or absence of the 69 scoring categories. Results were tabulated to indicate agreement among the raters for each scoring category in each sentence; where three or four raters indicated the presence of a category in a sentence, it was scored as an "agreement."

A cluster analysis of variables was completed, resulting in the formulation of 67 clusters comprised of from 2 to 69 scoring categories each. Clusters containing too few scoring categories (i.e., two categories both describing similar feelings--"unhappy" and "negative") or too many scoring categories (i.e., clusters containing as many as 20 widely-varying categories) were eliminated, leaving 24 clusters representing major topic areas and need/feeling expressions to serve as the scoring categories for the CAPDI. These scoring categories differed from previous content analysis studies of verbal psychotherapy in that they included both topic and feeling areas. Although clusters represented positive, neutral, and negative categories, they were primarily negatively-focused.

Recommendations for further research included obtaining reliability and validity information for the CAPDI, applying the instrument to larger samples of written material, and utilizing it in studies to evaluate the impact of writing used as an adjunct to counseling and psychotherapy.

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